

HOLT McDUGAL



United States History



Houghton Mifflin Harcourt *United States History* © 2012 C3 Framework Correlation Sampler

The *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* represents the priorities of four of the social studies disciplines: geography, civics, economics, and history. The C3 Framework is centered on an Inquiry Arc with four dimensions that span the disciplines:

- Developing questions and planning inquiries
- Evaluating sources and using evidence
- Applying disciplinary concepts and tools
- Communicating conclusions and taking informed action

Houghton Mifflin Harcourt™ is committed to providing you with social studies programs that align to the C3 Framework. This sample correlation shows how our programs are designed to help prepare students for college, career, and civic life.

**Houghton Mifflin Harcourt *United States History* © 2012
A Lesson-by-Lesson Correlation**

Chapter/Lesson/Feature	Name	Pages	Codes	C3 Framework for Social Studies State Standards (2013), End of Grade 8
Chapter 4: The American Revolution, 1774–1783				
Section 4.1	The Revolution Begins	112–117	D2.Civ.3.6-8.	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
			D2.Civ.5.6-8.	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
			D2.Civ.6.6-8.	Describe the roles of political, civil, and economic organizations in shaping people’s lives.
			D2.Civ.14.6-8.	Compare historical and contemporary means of changing societies, and promoting the common good.
			D2.His.3.6-8.	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
			D2.His.4.6-8.	Analyze multiple factors that influenced the perspectives of people during different historical eras.
Section 4.2	Declaring Independence	118–125	D2.Civ.3.6-8.	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
			D2.Civ.5.6-8.	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
			D2.Civ.6.6-8.	Describe the roles of political, civil, and economic organizations in shaping people’s lives.
			D2.Civ.8.6-8.	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

Houghton Mifflin Harcourt United States History © 2012
A Lesson-by-Lesson Correlation

Chapter/Lesson/Feature	Name	Pages	Codes	C3 Framework for Social Studies State Standards (2013), End of Grade 8
Chapter 4: The American Revolution, 1774–1783 cont.				
Section 4.2 cont.	Declaring Independence	118–125	D2.Civ.10.6-8.	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
			D2.Civ.14.6-8.	Compare historical and contemporary means of changing societies, and promoting the common good.
			D2.Geo.4.6-8.	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
Section 4.3	Struggle for Liberty	126–134	D2.Geo.6.6-8.	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
			D2.Geo.8.6-8.	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
			D2.His.1.6-8.	Analyze connections among events and developments in broader historical contexts.
			D2.His.3.6-8.	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
Section 4.4	Independence!	135–140	D2.Geo.8.6-8.	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
			D2.His.1.6-8.	Analyze connections among events and developments in broader historical contexts.
			D2.His.3.6-8.	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
			D2.His.4.6-8.	Analyze multiple factors that influenced the perspectives of people during different historical eras.
			D2.His.9.6-8.	Classify the kinds of historical sources used in a secondary interpretation.
			D2.His.10.6-8.	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
			D2.His.12.6-8.	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
			D2.His.13.6-8.	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
			D3.2.6-8.	Evaluate the credibility of a source by determining its relevance and intended use.
D2.His.13.6-8.	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.			

Connect with us:



HISTORY® and related logos are the property of A&E Television Networks (AETN).
 Holt McDougal is a trademark of HMH Publishers LLC. Houghton Mifflin Harcourt™ is a trademark of Houghton Mifflin Harcourt Publishing Company.
 © Houghton Mifflin Harcourt Publishing Company. All rights reserved. Printed in the U.S.A. 10/14 MS121051

hmhco.com • 800.225.5425



hmhco.com/socialstudies